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ABSTRACT

This report describes the model of a college cooperative education program developed by Chadron State College, Chadron, Nebraska. The model provides information for students, faculty members, college administrators, and cooperating employers. The sections of the report present the policies, goals, and objectives of the program; the framework of the model; the calendar for student study and work periods; student enrollment in cooperative education; employer relations and job development; the placement process; faculty, student, and administrator responsibilities; college crediting; and a summary of procedural steps. Appendixes include an application for admission to the program, a personal data release form, personal data sheet, job description, training agreement, visitation report, student evaluation form, and position appraisal form. (NJ)

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A

COOPERATIVE EDUCATION

PROGRAM MODEL

U S DEPARTMENT OF HEALTH,
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For
Chadron State College
Chadron, Nebraska

January 30, 1976

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The enclosed project, "**A Study of the Feasibility of a Cooperative Education Program and Formulation of a Plan of Action for Implementation at Chadron State College**," has been completed under Grant #OEG-O-74-1665 as provided under Public Law 90-576, Vocational Education Amendment of 1968, Title I, Part C, Section 131(a) administered by the United States Office of Health, Education and Welfare.

FOREWORD

This report describes the model developed by Chadron State College, Chadron, Nebraska, of a Cooperative Education Program. The essential elements in the operation of a college student internship program which focuses on the professional training and development of students are described. The model provides information for students, faculty members, college administrators, and cooperating employers. Further, it is hoped that the model will prove useful as a general guide for the continued organization and development of cooperative education experiences at Chadron State College.

The efforts, cooperation, and support of the members of the faculty, students, and administrators of Chadron State College made the preparation of this report possible. Much of the information and guidelines for the operation of the Cooperative Education program was gathered from faculty members and students. Their contributions are reflected throughout the report.

Chadron State College extends its appreciation to the many cooperative education program directors across the country who contributed their time to completion of the survey which made the development of this model possible. In particular, appreciation is given to the following: Robert. L. Parker, Chairman, Center for Experiential Education, Antioch College, Yellow Springs, Ohio; Robert Fuller, Director, Career Development Program, The University of South Dakota, Vermillion, South Dakota; Dudley Dawson, Antioch College, Yellow Springs, Ohio.

This report was prepared in its final form by Frederick C. Wendel, Associate Professor, Department of Educational Administration, University of Nebraska, Lincoln, Nebraska; and Thomas Henry, former Director, Student Assistance, Chadron State College.

Comments and suggestions for improvement of the model of the Cooperative Education Program will be genuinely appreciated. Any portion of the model may be reproduced for use elsewhere without prior permission, provided that appropriate credit is given to Chadron State College.

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I. INTRODUCTION

The primary purpose of Chadron State College's Cooperative Education Program is to provide an educationally sound vehicle for the development of human, social, and economic resources through field-based student work experiences. Student interns receive practical training and experience in a variety of real-life work settings through the Cooperative Education Program. Under the guidance and supervision of participating employers, Chadron State College faculty members, and the Director of the Cooperative Education Program, students have varied opportunities to expand their career horizons. While serving the needs of cooperating employers, the student interns gain practical experience and increase job skills; simultaneously they reinforce technical knowledge acquired through college course work. Thus, students apply their academic training directly to the hard realities of the world of work.

All student interns must complete successfully one year of college and demonstrate academic achievement and the personal maturity considered essential to a successful cooperative education work experience before admission into the Program. Students' applications for admission into the Cooperative Education Program are approved by the Director of the Program, the students' advisors, designated faculty supervisor, and the host employer.

The Director of the Program, a professor from the appropriate academic discipline, and the host employer supervise the interns. Upon successful completion of the work program, the faculty awards semester hours of credit commensurate with the work experience to the student interns. Credit hours earned through the Cooperative Education Program apply toward degree and graduation requirements.

II. POLICIES OF THE COOPERATIVE EDUCATION PROGRAM

In order to operate the Chadron State College Cooperative Education Program it is essential to have policies. The policies established for the Cooperative Education Program provide a basis for the development of the rules and regulations of the Program model. The model serves as a guide for implementation and administration of the rules and regulations.

A policy is a guide for discretionary action. It expresses the intent of the College concerning the job it expects of those to whom it gives responsibility and authority. Policy statements guide the Cooperative Education Program's Director in making decisions and indicate certain practices to be followed.

Policy development is a cooperative endeavor, variously involving College faculty members, students, cooperating employers, members of the Advisory Council, the Director of Cooperative Education and the President of Chadron

State College. Faculty approval is granted through the actions of the Academic Affairs Committee and the Faculty Senate. Final authority rests with the Board of Trustees of the Nebraska State College System.

The following policy statements serve as a general guide for the operation of the Cooperative Education Program at Chadron State College.

Operation of the Cooperative Education Program. Authority for the establishment of the Chadron State College Cooperative Education Program is within the framework of the Constitution of the State of Nebraska. Authority for education program development is delegated by the Constitution to the state legislature, the Nebraska Unicameral. Subsequent delegation is made to the Board of Trustees of the Nebraska State College System and to the President of Chadron State College. Currently, the development of the Cooperative Education Program is shared by the President of the College and the Department of Health, Education and Welfare of the United States. Major financing of the Program is through federal grant money and partial contributions made by Chadron State College.

Purpose of the Cooperative Education Program. The purpose of the Chadron State College Cooperative Education Program is to provide for all students the opportunity to develop their human, social and economic resources through field-based work experiences.

College Administration Role in the Program. The College administration provides the cooperation necessary for effective organization and administration of the Cooperative Education Program. The primary contribution of the College administration, excluding the President and the Vice-President for Academic Affairs, is in an advisory and/or resource capacity.

Executive Leadership of the Cooperative Education Program. The Director of the Cooperative Education Program has the responsibility for the development of rules and regulations and the supervision of the Cooperative Education Program as expressed in the policy statements on which the Program is based. The Director works closely with faculty members, students, the College administration, and the community in the overall operation of the Program.

Cooperative Education Program Advisory Council. The Cooperative Education Program Advisory Council is appointed by the President of Chadron State College. Its membership consists of the Dean of Extension, the Director of Cooperative Education, and six representatives from the various Schools and Divisions within the College. The Council is a policy-making body, responsible to the College administration for directing the activities of the Program. It functions within the general operational guidelines of the Board of Trustees of the Nebraska State Colleges.

Cooperative Education Program Advisory Committee. The Advisory Committee for the Program is appointed by the President of the College. It consists of four students, four community representatives and four members of

the Advisory Council. The purpose of the Advisory Committee is to seek input from as broad a representation of people concerned with cooperative education as possible. The Advisory Committee acts only in an advisory capacity to the Director.

Faculty Role in the Cooperative Education Program. The Faculty of the College assist the Director of the Program in planning and implementation of the program. This includes assisting the Director in the orientation, selection, job assignment, supervision, and evaluation of students.

Student Role in the Cooperative Education Program. Students in the Program have opportunities to work in their major career interest fields through selected job assignments and to associate directly with practitioners in these career interest and exploration fields.

Employer Role in the Cooperative Education Program. Employers who participate in the Cooperative Education Program provide jobs, serve as supervisors, and train and evaluate students assigned to them by the Director of the Program.

III. COOPERATIVE EDUCATION PROGRAM GOALS

The primary goal of cooperative education at Chadron State College is to provide students with an opportunity to explore careers in their field of academic interest. It is the position of Chadron State College that extensive career exploration and practical work experience are highly desirable and integral parts of the completion of a college degree. The College provides the vehicle for meeting these goals through the Cooperative Education Program.

IV. PROGRAM OBJECTIVES

Chadron State College has adopted several objectives which more explicitly state its intentions in the pursuit of the broad goals of the Program. These objectives are stated in relationship to the College, the student, and the employer.

Objectives for Chadron State College.

1. To create learning opportunities for students through work experiences which cannot be provided by the College in traditional classroom settings.
2. To facilitate placement of students in positions of gainful employment after graduation through employer contacts made in the Cooperative Education Program.
3. To attract new students to the College by providing cooperative education work experiences.
4. To reduce the attrition rate of students in the College by providing a

non-traditional education experience for those students who are attracted by such offerings.

5. To confer credit hours upon student interns who successfully complete work experiences that apply toward graduation and degree requirements.

6. To improve College-community relations through direct and frequent contact between students and officials of the College and citizens where the Program operates.

7. To allow College advisors greater flexibility to meet the individual needs of students in designing degree programs.

8. To provide an opportunity for persons in the College and employment communities to benefit from new partnerships generated through students, College officials, and employers.

9. To increase the scope of students' experiences that professors may relate to in their classes in drawing together theoretical approaches and their applications in real settings.

10. To provide financial assistance to students through gainful, paid employment.

Objectives for Student Interns.

1. To work in their major career interest fields through selected job assignments and to associate directly with practitioners in the career fields.

2. To synthesize knowledges and skills gained in College settings through application of those knowledges and skills in practical work settings.

3. To establish, pursue, and attain personal career objectives that relate to both general and specialized education programs.

4. To gain new knowledge and skills and increase personal and professional maturity through acceptance of responsibilities that are required by the College and the employer.

5. To examine their career objectives and gain realistic direction for further study.

6. To acquire practical work experiences that increase their readiness to attend to and accept theoretical constructs offered in College course work.

7. To earn both practical work experience and college credit that prepare them for employment after graduation from the College.

Objectives for Participating Employers.

1. To obtain the services of Chadron State College student interns who are carefully screened and placed in work experiences for specified periods of time.

2. To serve as trainers and supervisors for aspirants who are preparing for entry into the appropriate career and profession.

3. To share practical work experiences with student interns that enable them to both broaden and deepen their understandings and skills of the chosen field.

4. To identify suitable and full-time prospective employees through serving in the Program.

5. To develop a better understanding of Chadron State College's training programs and what its needs are.

V. FRAMEWORK OF THE MODEL

The Cooperative Education Program model proposed for Chadron State College is based upon the following principles and assumptions. These principles and assumptions are derived from operation of the Program over the past two years, 1973-1975, readings from the literature on cooperative education, attendance of conferences on the subject, surveys of faculty members and students at the College, and from consultants in the field who have reacted to the model.

1. Students should have some carefully programmed and supervised work experiences as a means of exploring career and educational interests. Such work experiences can have important effects upon students' decisions regarding fields of study at College and in their life-time work.

2. A major proportion of students at the College need and desire employment during their years of study. Consequently, the College capitalizes upon students' employment needs and the desirability of work experiences through their coordination in the Cooperative Education Program.

3. Students benefit directly from the Cooperative Education Program through gaining practical experience, financial assistance, and College credit.

4. Professors at Chadron State College benefit from the Program by having alternate ways of meeting their advisees' needs in outlining degree programs. Professors also benefit through direct contact with practitioners by serving as field supervisors for student interns. Professors also benefit when they have students in their classes who have practical work experiences and are more able to translate the applicability of theory to real settings.

5. The most feasible arrangement of the Cooperative Education Program is to set aside separate and distinct time blocks for study on campus or for a work experience. Because of the population characteristics of the region surrounding the College, many, if not most, of the student interns will be placed too distant from the campus to combine work and study. Thus, the joint plan of study and work, which combines study on campus during the work program, is less workable for the faculty and students.

6. Students wish to participate in the Cooperative Education Program but do not want to extend their degree program beyond the usual four years of study.

7. The alternation plan of study separate from a work experience is preferred for both educational and practical reasons. Students gain a more thorough understanding of the work environment and exhibit a greater commitment to it as full-time employees. Most, of necessity, work in communities too distant from the campus to take course work while on the job.

8. By the time of graduation, student interns may accumulate approximately nine months of College-supervised work experience. These can be accumulated through summer and/or semester work experiences.

9. Chadron State College assesses the same tuition and other student fees for student interns in the Cooperative Education Program as for other students in on-campus programs. Board and room cost are borne by the student interns and are not necessarily related to those assessed by the College for on-campus living.

10. Student interns' educational costs are no less but earnings are potentially increased through the extended work experiences.

VI. THE CALENDAR FOR STUDY AND WORK PERIODS

The typical student intern may spend eight semesters and one summer in completing requirements for the degree. Seven semesters are devoted to studies on campus. One semester and one summer may be spent in work experiences in the Cooperative Education Program. Students who change fields of study, do not earn the usual number of credits per semester, or for any other reason fail to progress normally toward graduation requirements, are required to meet all College requirements for graduation which may extend their study time beyond four years. A student's possible course of study over four years appears in the table which follows:

TABLE I

THE PLAN FOR STUDY AND WORK PERIODS

Year	Fall Semester	Spring Semester	Summer Terms
1. Freshman	Study	Study	Work**
2. Sophomore	Study	Study	Work**
3. Junior	Work*	Study*	**
4. Senior	Study*	Study	**

* The faculty advisor and the student have the option of choosing any of the three semesters for the work experience.

**The faculty advisor and the student have the option of selecting any summer for the work experiences.

This calendar is not intended to limit the program planning of student interns but is intended to show a typical pattern. It is suggested, however, that the last semester of the senior year be spent on campus because of the many culminating activities that take place during this term.

Student interns may spend seven semesters in regular academic study on the campus and one semester and a summer in the work experience. Together these work experiences approximate a year's work in practical, on-the-job training. Typically the students earn sixteen semester hours of credit during each of the seven semesters spent on campus for a total of 112 semester hours credit. For each summer term and/or semester of internship the intern may earn up to 12 semester hours through work experience subject to a maximum limit of 18 hours work experience credit. The hours of credit must total to or beyond 125 credit hours, the minimum number required for graduation.

VII. STUDENT ENROLLMENT IN COOPERATIVE EDUCATION

Participation in the Cooperative Education Program at Chadron State College is highly desirable for many students and is an option for students in most areas of study. However, placements in the Program are limited by several factors. Among these are the qualifications of the students, the suitability of work experiences in the academic curriculum, and the availability of employment opportunities.

The Director of the Cooperative Education Program provides publicity materials on the Program for new students. In orientation sessions the students are acquainted with the advantages and responsibilities of the Program. Faculty advisors and other College officials suggest and plan for student participation in the Cooperative Education Program. Academic departments recommend cooperative education experiences as a desirable part of the preparation program in the major field of study. Students may also apply for enrollment in the Program of their own volition.

After students are informed and advised about the Program, they apply to the Director of the Cooperative Education Program for enrollment in the Program. Prospective interns complete the "Application for Admission to the Cooperative Education Program" which provides needed personal data on the applicant, and the endorsement of the academic advisor. The advisor's endorsement indicates that the study schedule and requirements will permit the inclusion of the projected work periods.

The students are required to have completed two semesters of study before admission into the Program. Students who transfer to Chadron State College as

sophomores or above are required to complete one semester and earn a minimum of fifteen semester credit hours at Chadron State College before they are admitted into work experiences. At least thirty semester hours of credit are required before work experiences are approved. Students must also have a cumulative grade point average of at least two on a four-point scale. Students who are accepted into the Program are required to maintain normal employment obligations and responsibilities and to utilize work periods as a learning experience.

The Director of the Cooperative Education Program is responsible for screening and admitting applicants into the Program. The Director is also charged with the responsibility for arranging job placements. Although the Director of the Cooperative Education Program makes every effort to place all students admitted into the program, there is no guarantee that employment can be made during a scheduled work period.

VIII. EMPLOYER RELATIONS AND JOB DEVELOPMENT

The cultivation and enlistment of cooperating employers is an indispensable condition for developing the Cooperative Education Program. Employer solicitation for job development takes several forms. Initial contacts with leaders in business, industry, allied health services, government, social and other community agencies are made through individual and group meetings by the Director and other College officials. At first, prospective employers are acquainted with the goals and objectives of the Cooperative Education Program, how the Program operates, and how it serves the employers, students, the College and their community. The Director of the Cooperative Education Program maintains a list of prospective and participating employers.

When student interns are available for job placement, followup meetings are held with prospective employers prior to the employers' interviews of the interns. Students may arrange their own cooperative education job placement, subject to the approval of the Director of the Program and the faculty advisor.

Employers who participate in the Program offer work experiences that allow interns to gain knowledge, insights into the world of work, and job skills. Employers maintain satisfactory and safe working conditions, provide proper insurance coverage, such as workmen's compensation, and supervision that both directs the intern on basic job requirements and allows the intern to develop initiative and responsibility.

Cooperative education at Chadron State College serves the personnel needs of employers in three general ways:

1. It provides a source of capable and responsible persons to meet temporary or seasonal employment needs for the work force.

2. It infuses young people into the organization and at the same time fills jobs where there is frequent turnover.
3. It supplies a source of tested personnel for full-time employment through one or more periods of cooperative education employment and gives both the intern and the employer a realistic basis for deciding on a more permanent relationship.

Students in the Cooperative Education Program at Chadron State College represent all the categories previously described. Students in the junior division, sophomores, are generally candidates for temporary jobs. Those in the upper division, juniors, and seniors, are interested in placement with an organization that might lead to full-time employment upon graduation. Jobs at all levels of the Program have important educational value and essential elements of career preparation for the students.

Employers prepare an evaluation report on their student interns at the conclusion of the work period. An official of the College, either the Director of the Program or a faculty supervisor, contacts employers at least twice during the work period to talk with the student interns and their work supervisors regarding progress and to foster good relationships among the parties. It is preferred that a College official visit on-site as frequently as possible. When students are placed at extreme distances from the Chadron campus, telephone conversations may be substituted for on-site visits. Monitoring of student progress is conducted more rigorously when personal visits are not made. For example, at least one phone conversation may be held weekly to monitor the work experience. In addition, employers contact the Director of the Program for consultation and followup when problems arise.

Those experienced in cooperative education programs indicate that employers realize the myriad benefits of the cooperative education program for themselves. Employers take seriously their responsibility in assisting students to learn from work situations, to achieve habits of good workmanship, and to offer productive service to their employers.

There is a written, formal contract between a prospective employer and the College. The "Training Agreement" defines the conditions and schedule of training and serves as a guide to the parties involved in the work program.

IX. THE PLACEMENT PROCESS

After students are admitted into the Cooperative Education Program, they begin a series of planning conferences with the Director of the Program. During this time students identify their educational and career goals and the type of desired work experiences. Also, with the assistance of the Director, all students develop personal resumes which provide ready references on their backgrounds.

From these conferences and the preparation of the resume evolve areas of

mutual understanding between the students and the Director, including career goals the student has in mind, the type of work desired, the expected educational outcomes, the particular qualifications of the students for employment, and the alternatives toward securing placement.

Next, interviews with prospective employers are arranged by the Director. The Director uses the students' resumes in making recommendations to participating employers; students also use the resume in the interview.

Although the students' participation is central in securing a job placement, the Director has the key role in developing suitable job leads and interviews. It is often the Director who has to interpret the qualifications of the student candidate to the prospective employer. The active involvement of the Director in the placement process gives additional support to students in their searches for work experiences, especially to those who are unskilled and inexperienced in applying for work.

Although interviews are normally held before job placement, in some instances they are not conducted. For example, a job placement that is excessively distant from the College can be arranged without an advance interview. A student who is seeking to return to work for the same employer is not always required to interview for the job.

After placements are made, but prior to the beginning of work, the Director discusses with students a range of information and advice related to the experiences ahead. These include but are not limited to orientation to the job and its environment, College and employer standards and regulations to be observed, and communications, reports, and evaluations to be made. The purpose is to establish educational guidelines, adapted to various levels of the Program, which suggest kinds of observations about the job experience and the work environment that relate to student learning and to personal and career development.

With these guidelines in mind students in the Cooperative Education Program are required to maintain a weekly diary of important events during the work period. The diary is submitted every five weeks to the Director for evaluation of student progress. Together with program guidelines, the diary provides a framework for final student evaluation. This report, along with the employers' evaluation of the work experience, is the basis for the College awarding credit for the cooperative education work experience.

Students may arrange for their own cooperative education jobs, including those which they already have. However, it is necessary that the experience have relevance to the College program of studies and career development. The employer must allow the normal relationship between the College and employer to be established. The students are required to meet other requirements, such as evaluation of the educational outcomes of the work experience. Furthermore, a limit is placed on the amount of time that the job is recognized as a creditable learning experience.

X. FACULTY RESPONSIBILITIES IN COOPERATIVE EDUCATION

Although faculty members of Chadron State College bear more limited responsibilities for the operation of the Cooperative Education Program than does the Director, they are vital to the continued success of the Program. The cooperation, support, and participation of professors at the College are indispensable throughout the various phases of the Program.

Before students can enroll in cooperative education, the respective faculty advisors or department chairman approve the work experience to clear the academic schedule for job placement periods. Faculty members have positive roles in suggesting and encouraging students to seek the benefits of cooperative education. They also have a monitorial role in assisting the students to plan their academic schedules to accommodate the work placement periods.

Another major role of the professors is to encourage students to utilize the cooperative education experience in career development. Professors accomplish this through their teaching, advising, and other contact with students as well as through assisting the cooperative education office to make the program useful to all interested students.

Professors' familiarity with students and their backgrounds is of invaluable assistance to the Director who is directly charged with the placement of students in jobs that have educational relevance to the students. Faculty members who know their students and advisees well ensure that appropriate job placements are made.

Faculty members also have an important responsibility in assessing students' evaluation of the educational outcomes of their experiences. The faculty advisors assist the Director of the Program in assessing the students' experience as a basis for awarding college credit.

XI. RESPONSIBILITIES OF THE DIRECTOR OF COOPERATIVE EDUCATION

The Director of the Cooperative Education Program at Chadron State College has certain prescribed and delineated duties to perform. Others, of course, arise in the performance of the general duties of the office and as an administrative official of the College. Among those prescribed duties are to:

1. Formulate and interpret the purposes, operation and outcomes of the Cooperative Education Program to prospective student interns, parents, high school counselors, employers, the general public, and the teaching faculty and administrative staff of the College.
2. Develop ways and means of enrolling students in Cooperative Education.
3. Solicit the interest and participation of a wide range of employers that are appropriate to the interests and needs of students at Chadron State

College.

4. Coordinate the arrangement of employment interviews for students and manage follow-up procedures leading to job placement.
5. Develop active working relationships with the teaching and advising faculty by seeking their advice and counsel about work experience opportunities for students.
6. Obtain from the teaching and advising faculty their observations and recommendations on the qualifications of individual students to participate in the Program.
7. Encourage academic advisors and department chairpersons to recommend qualified students to enroll in the Cooperative Education Program as an integral part of their academic experiences at the College.
8. Request professors of the College to visit with students about their work experiences and to review student evaluation reports as ways of better understanding the kinds of learning which take place in cooperative education.
9. Encourage faculty advisors to assist in evaluating work reports for student crediting purposes.
10. Establish working relations with the chief administrative officers of the College and with the members of the Admissions, Counseling, Placement and Student Financial Aid offices.
11. Coordinate all Cooperative Education operations with the Office of Student Personnel.
12. Maintain a well-administered cooperative education office, epitomized by goodwill toward students, faculty, participating employers and administrators of the College.
13. Visit student interns for evaluative purposes and with employers about students' progress.
14. Complete final evaluation reports in consultation with the faculty supervisors and the employers and determine the number of credit hours to be awarded for the work experience.

XII. STUDENT RESPONSIBILITIES IN COOPERATIVE EDUCATION

Each person participating in the Cooperative Education Program bears particular responsibilities and obligations. Student interns, because of their dual relationships with two institutions and their representatives, are under express and exact responsibilities. These are identified in two major areas, the job placement period and the work period.

The Job Placement Period. During this phase students are to:

1. Assume the initiative in processing their applications for enrollment in the Cooperative Education Program with the Director. This includes the clearing of schedules and approval for the academic program with their faculty advisors.

2. Respond promptly to all communications from the office of Cooperative Education.
3. Prepare a personal resume and attend the orientation sessions for job placement interviews and other matters that are conducted by the Director of the Program.
4. Follow the suggestions of the Director in arranging employment interviews and to report the results of the interviews.
5. Complete formal registration in the appropriate cooperative education course, after job placements are determined.
6. Arrange for payment of tuition and other fees.
7. Participate in the orientation process which takes place prior to going on the job. This includes the discussion and formulation of learning objectives for the coming work experience.

The Work Period. During this phase students are to:

1. Return all appropriate forms for job reporting, job residence, etc., as required to the Director by the established deadlines.
2. Follow through on guideline instructions for completion of the educational outcomes of the work experiences and submit their diaries as specified and other reports.
3. Comply with standards of acceptable workmanship of the employer in fulfillment of duties on the job.
4. Report immediately to the Director of the Cooperative Education Program any serious or potentially disrupting conditions on the work site.
5. Receive permission from the Director of the Cooperative Education Program to leave the job before the scheduled end of the work period. Consultations with both the Director and the employer are required before such permission is granted.
6. Complete the comprehensive evaluation report as outlined by the deadline for the work period.
7. Schedule an appointment to review the work experience with the Director during the first week after returning to the College for the next study term.

XIII. COLLEGE CREDITING OF COOPERATIVE EDUCATION EXPERIENCES

Cooperative education experiences, managed and evaluated as integral to the educational development of students, certify their eligibility for receipt of college credit for their degree programs. Students may earn up to eighteen semester hours of credit in cooperative education.

Students who are placed in jobs in Chadron or the immediate environs may follow the parallel plan, whereby they work part-time and study part-time concurrently. In such instances the credit for cooperative education is determined on the basis of type of work done and hours worked.

College credit is awarded for a cooperative work experience based on the following conditions:

1. The student is under direct supervision of the employer or authorized supervisor.
2. The performance of the intern on the job is judged satisfactorily by the faculty supervisor, employer, and Director of the Program.
3. The students provide documentation and evaluation of the educational outcomes of the work experience subject to the approval and acceptance of the Director of the Cooperative Education Program and the faculty supervisor.

The process of awarding credit implies that students who enroll for cooperative education and are placed on the job do not automatically receive college credit. Minimum performance criteria must be met.

The responsibility for awarding the number of college credits for the work experience rests with the Director of the Cooperative Education Program. The Director receives information and advice from the employer and faculty supervisor but has the final decision on the grade and number of semester hours of credit to be granted.

Academic credit for cooperative education, in most cases, can be earned in either general or specialized education. Cooperative education is not limited to a single discipline. It is, therefore, preferable to assign the cooperative credits to each division.

Cooperative Education Credits

Credits awarded for work experiences in the Cooperative Education Program may substitute for general or major field electives for the degree. Each division will determine how the credits may be counted in the student's program.

The total number of cooperative education credits allowed for the degree compares favorably with the current practices in numerous four-year colleges. Each cooperative education experience is entered on the students' permanent records. The name and address of the employer, the nature and duration of the work, and the amount of credit awarded are recorded.

The inclusion of the cooperative education experience on the permanent record has a favorable effect on the graduate's admission to graduate school as well as on qualification for full-time employment.

There is an almost even split among cooperative education programs as to issuing letter grades or "Pass/Fail" grades with the credit because of the subjective nature of the content and experience. Chadron State College will issue letter grade reports upon satisfactory completion of the work experience. However, future experiences may dictate the use of "Pass/Fail" credit.

In summary, awarding credit hours for satisfactorily completing cooperative education experiences seems clearly justified on its merits and wide usage today.

XIV. A SUMMARY OF PROCEDURAL STEPS

1. The Director of the Cooperative Education Program conducts orientation sessions to inform students of the Program.

2. Interested students confer with the Director for further information relative to their personal needs and interests.

3. Students submit "Application for Admission to the Cooperative Education Program" and "Personal Data Release" forms to the Director at least two months prior to the anticipated work experience.

4. The Director determines the job interests and available positions.

5. Students obtain transcripts from the Office of the Registrar.

6. Students recruit faculty supervisors with the aid of the Director of Cooperative Education. Students are encouraged to contact initially their faculty advisors to serve as supervisors.

7. Student takes transcript and application form to interview with the division chairman and faculty supervisor.

8. After approving the cooperative work experience, the division chairman and faculty supervisor sign the application form.

9. Students return to the Director with the approved applications.

10. The Director has "Personal Data Sheet" typed and gives copy to student. The Director and student discuss job possibilities.

11. As soon as an appropriate job possibility appears, the Director visits the employer and explains the Cooperative Education Program, its mutual advantages, responsibilities, etc.

12. If the employer agrees to interview students, then a "Job Description" form is completed.

13. Students who are interested in the job described by the employer arrange for interviews with the employer. It is hoped that at least two or more students will apply for each job and that each student will apply for at least two jobs.

14. The Director gives the students information on job interviews.

15. The employer interviews all the applicants for that job.

16. The employer decides to hire/reject the applicant.

17. Students who are hired notify the Director immediately so that those not hired may continue job searches.

18. The Director visits with employers to determine why candidates were either hired or not. Guidance is given by the Director or other qualified persons at the College in the area where students had problems.

19. After the students have accepted their jobs, the Director authorizes registration in the appropriate course for the number of hours approved in the application form.

20. Students register for the approved course. Students attend an orientation session conducted by the Director.

21. The Director and faculty supervisor visit the student on the job within the first three weeks of employment. Each person completes a "Visitation Report."

22. The Director and the faculty supervisor visit with the employer about the student intern's adjustment and work. Any problems are dealt with at this time.

23. During the second half of the work period the Director and faculty supervisor again visit and evaluate the student. More frequent visits may be made by either the Director and/or the faculty supervisor at their discretion and as conditions warrant.

24. At the end of the work period the employer submits a final rating on the "Student Form."

25. The student submits a self-evaluation of the work experience to the Director.

26. The Director has a personal interview with the student during a follow-up session held following the period of employment. The employer's ratings, the visitation reports of the Director and supervisor, and the student's self-evaluation are used to evaluate the total experience.

27. The student hands in his final paper on the work experience at this time.

28. The Director reviews the evaluation reports and confers with the faculty supervisor before issuing the grade report and awarding credit.

COOPERATIVE EDUCATION PROGRAM
Chadron State College
Chadron, Nebraska

APPLICATION FOR ADMISSION TO THE COOPERATIVE EDUCATION PROGRAM

Please Type or Print

1. Full legal name _____
   Last First Middle or Maiden
2. Home Address _____
   Street or Route City State Zip Code
3. Home phone No. _____ Social Security No. _____
4. Present address _____
   Street or Route City State Zip Code
5. Present phone No. _____ 6. Birth date _____
7. Sex: M____F____Marital Status: S____M____W____D____No. of children: ____
8. Parent, spouse or guardian's name _____

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9. Parent, spouse or guardian's address _____
Street City State

10. High school _____ Address _____

11. Date of graduation _____
Month Year No. of Credits

12. College classification _____

13. Major/Area _____

14. Have you previously submitted an application for this program? Yes__No__
How did you hear about this program? _____

15. Have you participated in a co-op program before? Yes____No____
Where?

16. Interests and Goals _____
(a) What areas of education most interest you? _____
_____
(b) Have you chosen a major field of study?_____If so, what? _____
(c) List your career interests and goals _____
_____

17. List all colleges and universities attended:

Name & Location of College or University	Dates Attended From	To	Years Completed

18. Please list the major college curricular and extracurricular activities in which you participated. Also list any major awards or recognition received (if relevant, you may list high school activities, awards, etc.)

19. Experience (start with your most recent position and work back; include employment relevant to your placement as a co-op student):

(1) Dates of employment _____
Name of employer _____
Type of work _____

(2) Dates of employment _____
Name of employer _____
Type of work _____

(3) Dates of employment _____
Name of employer _____
Type of work _____

20. Discuss briefly the kind of work you might like for your cooperative work experience. What are your qualifications?

21. Number of credit hours applied for_____ Authorized_____

Signatures:

Sponsoring Faculty Member _____Date_____

Division Chairman _____Date_____

Cooperative Education Director _____Date_____

COOPERATIVE EDUCATION PROGRAM
Chadron State College
Chadron, Nebraska

Personal Data Release Form

I HEREBY GRANT PERMISSION TO THE COOPERATIVE EDUCATION PROGRAM AT CHADRON STATE COLLEGE TO RELEASE MY NAME, TRANSCRIPT, DEGREE PROGRAM I AM ENROLLED IN, SOCIAL SECURITY NO., HOME ADDRESS, AND OTHER PERSONAL DATA TO EMPLOYERS CONSIDERING EMPLOYING ME AS A STUDENT IN THE COOPERATIVE EDUCATION PROGRAM.

_____ _____

Date Signature

COOPERATIVE EDUCATION PROGRAM
Chadron State College
Chadron, Nebraska

Personal Data Sheet

Jane E. Doe
1000 University Ave.
Minneapolis, MN 55400
(612) University 1-4296

Home Address:

Home Phone No.:

PERSONAL DATA:

Birth Date:
Height: Weight:
Marital Status:
Health:

EDUCATIONAL:

College or University:
Degree:
Major:
Minor:
Major subjects:

EXTRA-CURRICULAR ACTIVITIES:

WORK EXPERIENCE:

COOPERATIVE EDUCATION PROGRAM
Chadron State College
Chadron, Nebraska

Job Description

PARTICIPATING ORGANIZATION: _____
ADDRESS: _____
JOB TITLE: _____ DEPT.: _____
WORKING HOURS: _____ APPROX. SALARY: _____
SUPERVISOR: _____

JOB DESCRIPTION:

_____
_____
_____
_____
_____
_____
_____
_____
_____

RETURN TO Office of Cooperative Education
Chadron State College
Chadron, NE 69337

Chadron State College
Office of Cooperative Education
Training Agreement

TO: NAME:
TITLE:
ORGANIZATION:
ADDRESS:

The student named below is interested in obtaining employment with your organization in order to satisfy degree requirements at Chadron State College. It would help us in assigning this student if you would complete this form, retaining the original to indicate your acceptance of these arrangements, and returning all copies to the Office of Cooperative Education, Chadron State College, Chadron, Nebraska 69337.

Student_____Class _____

This agreement is to define clearly the conditions and schedules of training and to serve as a guide to the involved parties, namely, the company or agency, the student, and Chadron State College, in providing an off-campus learning experience. In order that a systematic plan which provides for well-rounded training can be followed, each party involved in this agreement should avail themselves to the conditions as specified on this form.

The student agrees to perform diligently the work experiences assigned by the employer according to the same company policies and regulations as apply to regular employees. The student also agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve his efficiency, knowledge, and personal traits in order that he may enter his chosen career as a well qualified employee.

In addition to providing a work position and practical instruction, the employer agrees to aid in the supervision and evaluation of the student and to pay the student for the useful work done while employed.

A. The above mentioned student will be a part time__full time__employee during the period beginning on or about _____ and ending on or about _____.

B. Starting wage for this placement position will be:

$_____

SIGNATURES

Student | Employer Representative | Director of Cooperative Education | Date

Major/Area | Date | Title | Date | Faculty Sponsor | Date

Division Chairman | Date

Credits to be granted for successful completion of work experience_____

cc: White - Employer
Yellow - Student
Pink - Faculty Sponsor
Gold - Cooperative Education

CONDITIONS OF AGREEMENT

I. IT IS UNDERSTOOD THAT THE STUDENT WILL:

A. Adhere to all policies of the employing firm
B. Report to work promptly, and in the event of illness or emergency will notify the employer and coordinator promptly
C. Direct his energies to the completion of work assignments
D. Not apply for unemployment benefits, due to the fact that he is leaving voluntarily and without cause attributable to the employer.
E. Adhere to additional policies of individual academic programs and to the Office of Cooperative Education

II. IT IS UNDERSTOOD THAT THE EMPLOYER WILL:

A. Recognize the student as a trainee and to that end will provide varied experiences and adequate supervision
B. Assure safe and healthful working conditions
C. Offer remuneration comparable to student's academic training and prior experiences
D. Accept the responsibility for supervising and evaluating the work of the student

E. Provide workman's compensation insurance for the student
F. Accept the student as a full-time employee working at least 40 hours/week adhering to state and federal minumum wage regulations.
G. If for any reason termination of employment is necessary, meet with both student and coordinator in a special meeting

III. IT IS UNDERSTOOD THAT THE COLLEGE WILL:

A. Provide instruction concurrent with the work assignment
B. Periodically visit the student and the employer to ascertain progress in the student's work
C. Provide guidance for special student problems
D. Grant College credit toward the completion of the student's degree

COOPERATIVE EDUCATION PROGRAM
Chadron State College
Chadron, Nebraska

Visitation Report

DATE_____ COORDINATOR _____
DURATION_____ STUDENT _____
FIRM_____ SUPERVISOR_____

I. Type of Visit:

_____Conference _____Observation

II. Activities of Student:

_____
_____
_____

III. Student's performance at this time:

	Unacceptable / Acceptable			
	1	2	3	4
Knowledge of subject				
Relations with co-workers				
Attitude toward work				
Reaction to supervision				
Quality of work				
Quantity of work				
Punctuality				
Appearance				

IV. Appraisal of student's progress: Coordinator_____ Supervisor_____

_____ Excellent _____ Good
_____ Very Good _____ Weak

V. Comments:_____
_____
_____

Distribution of copies:
Cooperative Education - white
Student - yellow
Supervisor - pink
Academic Faculty - gold

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COOPERATIVE EDUCATION PROGRAM
Chadron State College
Chadron, Nebraska

Student Evaluation Form

_____ Mid-term Rating
_____ Final Rating
Student's Name_____
Job Title or Type of Work _____
Dates of Evaluation _____
Name of Supervisor _____
Company _____

Supervisor's ratings are helpful to us in evaluating the student's performance, may serve as a basis for counseling, and become a part of the student's college record. We would appreciate your frank opinion on the form below.

Ability To Learn
____*learns very quickly*
____*average for his level*
____*below average for his level*
____*learns slowly*

Relations With Co-Workers
____*attracts others*
____*satisfactory*
____*has some difficulty*
____*doesn't get along*

Quality Of Work
____*superior*
____*good*
____*barely acceptable*
____*poor*

Dependability
____*completely dependable*

Reaction To Supervision
____*seeks guidance*
____*accepts criticism*
____*some resentment shown*
____*fails to profit*

Quantity Of Work
____*highly productive*
____*acceptable*
____*below average for his level*
____*unproductive*

Judgment
____*mature*
____*average for his level*
____*sometimes immature*
____*immature*

Appearance
____*always acceptable*
____*sometimes*

Attendance
____*regular*
____*irregular*

Punctuality
____*regular*
____*irregular*

Future Employability
____*highly desirable*
____*acceptable*
____*some reservations*
____*undesirable*

Overall Performance
____*outstanding*
____*very good*
____*good*
____*average*
____*below average*
____*unsatisfactory*

____*usually dependable*
____*sometimes careless*
____*cannot be relied on*

Attitude Toward Work

____*highly enthusiastic*
____*interested*
____*indifferent*
____*not interested*

____*questionable*
____*often questionable*
____*rarely acceptable*

Student's College Preparation

____*well prepared for his job*
____*acceptably prepared*
____*lacking in some areas*
____*not adequately prepared*

FURTHER COMMENTS:

Rated by _____
Name Title Date

Mail directly to: Office of Cooperative Education
Chadron State College
Chadron, Nebraska 69337

COOPERATIVE EDUCATION PROGRAM
Chadron State College
Chadron, Nebraska

Position Appraisal Form

Student's Name _____

Job Title or Type of Work _____

Dates of Assignment: From _____ To _____

Name of Supervisor _____

Company _____

Address _____

A primary objective of the Field Career Experience Program is to provide the student with an opportunity to develop his skills in a realistic environment under the guidance of senior members of his chosen profession. This form has been structured to assist you in appraising your experiences on your current cooperative work assignment. This evaluation is meant to be constructive and in the interest of the employer as well as future students. CIRCLE THE MOST APPROPRIATE ANSWER.

SUPERVISOR

1. Is your work supervisor of assistance in your developing an effective working relationship with co-workers?
   Frequently If Needed Seldom Never
2. Does he appear interested in you as an individual?
   Always Frequently Sometimes Seldom Never
3. Does he give or provide adequate training?
   Always Frequently Sometimes Seldom Never
4. Does he motivate you to improve yourself?
   Always Frequently Sometimes Seldom Never
5. Do you receive adequate instructions or assistance from your supervisor In the conduct of your work?
   Always Frequently Sometimes Seldom Never
6. How often does your supervisor discuss your job performance with you?
   Weekly Bi-weekly Monthly Semesterly Never

COMMENTS: _____

_____

_____

CO-WORKERS

1. Do you get along well with your co-workers?
   Always Frequently Sometimes Seldom Never
2. Is there enough work to keep the employees busy?
   Always Frequently Sometimes Seldom Never
3. Interest in employment organization demonstrated by co-workers appears to be:
   Excellent Good Average Fair Poor
4. My co-workers display a willingness to improve themselves in their job:
   Always Frequently Sometimes Seldom Never
5. We communicate effectively with each other:
   Always Frequently Sometimes Seldom Never
6. Cooperation among my co-workers in accomplishing the work is:
   Excellent Good Average Fair Poor

S E L F

1. Do you feel your present position provides relevant experience?
   Always Frequently Sometimes Seldom Never
2. Do you feel you are performing work of value to your employer?
   Always Frequently Sometimes Seldom Never
3. My academic preparation for this assignment is:
   Excellent Good Average Fair Poor
4. Do you or did you receive adequate training in your job?
   Always Frequently Sometimes Seldom Never
5. The understanding I have of my job duties and responsibilities is:
   Excellent Good Average Fair Poor
6. Does the work atmosphere allow for the expression of your ideas?
   Always Frequently Sometimes Seldom Never
7. Did you initiate discussions with your supervisor regarding your duties and/or total educational program?
   Yes_____ No_____

COMMENTS: _____

_____

_____

Did assignment meet_____exceed_____or fall below_____your expectations?

Would you accept this assignment for another period of cooperative employment?

Yes_____ No_____

Have you and the employer reached some degree of agreement about a return to this organization? If so, what is your understanding?

_____

_____

We will benefit by having you indicate an overall evaluation. Please circle the word closest to your judgement.

Excellent Very Good Good Average Below Average Unsatisfactory

Signed _____ Date_____
(Student)

Please complete this form after or near the end of your current job placement and return to:

Office of Cooperative Education
Chadron State College
Chadron, NE 69337

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